

## WHAT DOES THE RESEARCH SAY ABOUT NATIONAL BOARD CERTIFICATION'S IMPACT ON YOUR SCHOOL AND DISTRICT?

More than a decade of research from across the country confirms that students taught by National Board Certified Teachers (NBCTs) learn more than students taught by other teachers. Estimates of the increase in learning are on the order of an additional one to two months of instruction and the positive impact is even greater for high-need students.

**Study after study has proven that the students of Board-certified teachers learn more — and the impact is greater for low-income students.**

Specifically, a study conducted at Mississippi State University revealed:

**Kindergarten Students taught by an NBCT are 31% more likely to achieve a proficient score on the Kindergarten Readiness Assessment than other students and Third Grade Students taught by an NBCT are 11% more likely to achieve a proficient score on the MAP Test in English Language Arts than other students.**

**Source:** *The Impact of National Board Certified Teachers on the Literacy Outcomes of Mississippi Kindergarteners and Third-Graders*, NSPARC Mississippi State University, 2017.

Additionally, a 2015 study conducted by the Center for Education Data & Research at the University of Washington Bothell revealed:

**81% of Americans across the political spectrum believe teachers should achieve Board certification, beyond licensure, as it is in other professions.**

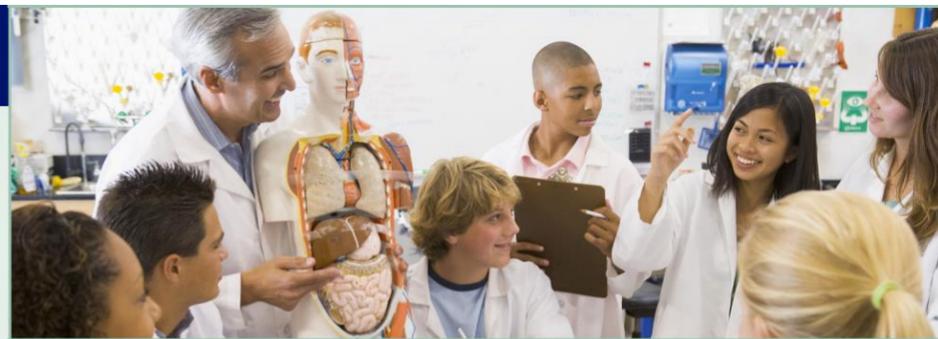
**Source:** *PDK/Gallup Poll Finds Strong Public Support for Board Certification for Teachers*, University of Washington Bothell, 2015.

## HOW DOES NATIONAL BOARD SUPPORT CCSS AND NCEES?

As teacher leaders, mentors, and peer coaches, NBCTs model instruction that aligns with the Common Core State Standards (CCSS) and the NC Educator Evaluation System (NCEES). The National Board holds student learning at the center of its mission, with higher order thinking as the hallmark of successful student learning that leads to productive citizenship. The National Board Certification process requires teachers to guide students to become critical thinkers and problem solvers. With this shared vision for students to become productive citizens through college and career readiness, National Board supports the goals of the Common Core State Standards. Both are aligned in a common set of knowledge and skills that prepare students for their future, yet National Board standards go further in ensuring that teachers have the expertise and competencies to create and sustain the conditions to advance student learning.

The core teaching standards of the NC Educator Effectiveness System are directly aligned to the National Board's 5 Core Propositions, established in 1989. Both National Board Certification and the NCEES:

- emphasize teacher leadership & collaboration
- require formative assessment & differentiated instruction of students
- expect constant teacher reflection and professional growth



*The decision to pursue National Board certification was an easy one because I love my students and I love teaching. The National Board process is a wonderful and challenging journey and my growth as an educator was tremendous. As a result of the National Board process, I strengthened and improved as an educator, became a teacher leader, built and strengthened relationships. In addition, I taught, trained, encouraged and assisted others so they may also accomplish their professional goals. It is definitely worth the process because every child deserves to be taught by an accomplished teacher.*

**Jennifer Watts Rivenbark, Duplin County Schools, 2014,**  
Career and Technical Education/Early Adolescence through Young Adulthood

## HOW DO NATIONAL BOARD CERTIFIED TEACHERS MAINTAIN THEIR PROFESSIONAL GROWTH AND IMPACT STUDENT LEARNING?

In order to maintain the designation as a National Board Certified Teacher (NBCT), NBCTs in their eighth or ninth year should begin the NBCT renewal process. The renewal process allows certified teachers to demonstrate how their professional practice remains consistent with the high and rigorous standards for their subject area. National Board Renewal is:

- an excellent tool for teacher retention and morale
- a research-based form of professional development for experienced teachers
- a differentiated growth plan for accomplished educators

For more information about the renewal process, visit [www.nbpts.org](http://www.nbpts.org) (The state of North Carolina does not fund the renewal process.)

## WHERE TO GO TO LEARN MORE ABOUT NBPTS IN NC

**For more information on state assistance, completing the application, or candidate support contact:**

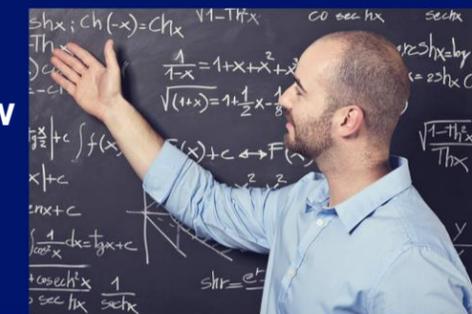
**Catrina Parker, NCDPI Educator Advancement Coordinator**

984-236-2106 or [Catrina.Parker@dpi.nc.gov](mailto:Catrina.Parker@dpi.nc.gov)

**or the National Board for Professional Teaching Standards at [www.nbpts.org](http://www.nbpts.org)**

## What Difference Can National Board Certified Teachers Make in Your School District?

### What District Leaders Need to Know



## NATIONAL BOARD CERTIFICATION

National Board Certification, offered by the National Board for Professional Teaching Standards (NBPTS), is a way to recognize the accomplished teaching being delivered in North Carolina's classrooms. The certification process, based on high and rigorous standards, evaluates teaching practice through performance-based assessments. The result is improved performance and achievement for North Carolina's students.

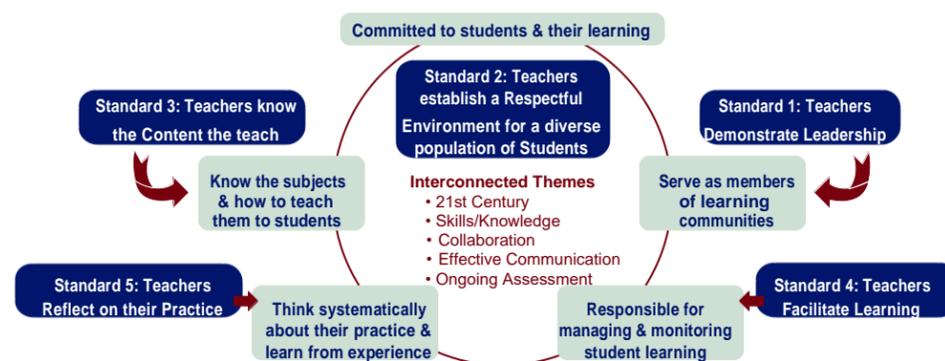
The mission of the National Board for Professional Teaching Standards is to advance the quality of teaching and learning by:

- maintaining high and rigorous standards for what accomplished teachers should know and be able to do;
- providing a national voluntary system certifying teachers who meet these standards; and
- advocating related education reforms to integrate National Board Certification in American education and capitalizing on the expertise of National Board Certified Teachers.

At the core of the National Board Certification process are standards which describe the highest level of teaching in different disciplines and with students at different developmental levels. These standards represent a consensus among accomplished teachers and other education experts about what accomplished teachers should know and be able to do. They are aligned with the North Carolina Teacher Evaluation Process Standards. NBPTS Standards are available for downloading free-of-charge at [www.nbpts.org](http://www.nbpts.org).

Teachers who have participated in National Board Certification have overwhelmingly stated it is the most powerful professional development experience of their careers. They say the experience changes them as teachers. Through the process, they deepen their content knowledge and develop, master, and reflect on new approaches to work with their students.

### NBPTS Five Core Propositions and NCTEP Five Teaching Standards



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**Dr. Beverly Emory, Deputy Superintendent of District Support**  
North Carolina Department of Public Instruction  
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## THE NATIONAL BOARD CERTIFICATION PROGRAM

### THE NATIONAL BOARD CERTIFICATION PROCESS

The National Board Certification process is designed to collect standards-based evidence of accomplished practice. In all 25 certificate areas, candidates for National Board Certification must complete four components: three portfolio entries, submitted online, and a computer-based assessment, which is administered at a testing center.

#### Computer-based assessment:

- Component 1: Content Knowledge

#### Portfolio entries:

- Component 2: Differentiation in Instruction
- Component 3: Teaching Practice and Learning Environment
- Component 4: Effective and Reflective Practitioner

Completing National Board Certification may take anywhere from one year to five years, depending on the approach you take, under the following guidelines:

- You may take one or more components per year.
- You must attempt each of the four components within a three-year period.
- After each initial attempt of a component, you will have two opportunities to retake.

### THE COMPONENTS

A general description of each component follows. The specific instructions will vary by certificate area, as will the standards assessed by each component.

**Content Knowledge:** In this computer-based assessment, candidates demonstrate knowledge of and pedagogical practices for teaching their content area. Candidates must demonstrate knowledge of developmentally appropriate content, which is necessary for teaching across the full age range and ability level of the chosen certificate area. This is assessed through the completion of three constructed response items and 45 selected response items (SRIs) of which five are embedded field test items and do not contribute to the score. (Refer to the Scoring Guide for additional information). Candidates will have up to 30 minutes to complete each of the three constructed response items. The time allotted for the selected response section varies by certificate area, but will be no fewer 60 minutes.

**Differentiation in Instruction:** This classroom-based portfolio entry is primarily comprised of samples of student work and an accompanying written commentary. You will submit selected work samples that demonstrate the students' growth over time and a written commentary that analyzes your instructional choices.

**Teaching Practice and Learning Environment:** This is a classroom-based portfolio entry that requires video recordings of interactions between candidates and their students. Two written commentaries, in which the candidate describes, analyzes and reflects on their teaching and interactions will also be submitted. Both the videos and the written commentaries should demonstrate how candidates engage students and impact their learning.

**Effective and Reflective Practitioner:** This portfolio entry requires candidates to gather information from a variety of sources about a class of students with whom they work and demonstrate their knowledge of assessments and assessment practices to effectively plan for and positively impact student learning. The portfolio will also require candidates to provide evidence of collaboration with families, the community, and colleagues and the candidate's contributions to learning communities to advance student growth.

## HOW DO TEACHERS ACHIEVE NATIONAL BOARD CERTIFICATION?

### TO BE ELIGIBLE FOR NATIONAL BOARD CERTIFICATION, YOU MUST:

- Hold a bachelor's degree (Exception: Career and Tech Ed teachers must have met the licensure requirements for the state);
- Have completed three full years of teaching or school counseling; and
- Possess a valid state teaching or school counseling license (Exception: If you are teaching where a license is not required, you have taught in schools recognized and approved to operate by the state).

Meet those three qualifications? Then your next step is to read the Guide to National Board Certification, at [www.nbpts.org](http://www.nbpts.org) which provides more in-depth information.

### SUPPORT FROM THE STATE OF NORTH CAROLINA

State legislation provides support to teachers seeking advanced certification through the National Board for Professional Teaching Standards. For state-paid teachers with a clear Standard Professional 2 license and a minimum of three years teaching experience in North Carolina, the state will:

- lend the assessment fee;
- provide up to three days of paid release time for new candidates (North Carolina provides every ELIGIBLE\* initial candidate 3 days of professional leave. \*Eligible is defined as those candidates who meet requirements for the state loan, whether or not they take the loan.);
- grant renewal credit for those teachers completing all components of the assessment within the funded assessment cycle (Initial candidates who complete the process are granted 8.0 renewal credits which satisfy all requirements for one teaching license renewal cycle.); and
- pay National Board Certified Teachers a salary differential (Bachelor's pay salary schedule) of 12% of their state salary for the life of the certificate (10 years initially and renewable each ten years). Charter school payment differentials may vary.

*The National Board process truly transformed my teaching. Through intense self-reflection and personal evaluation, this process has allowed me to see specific aspects of my teaching that I can continually adjust and improve. Since completing the process, I have felt more confident that I can reach all of my students' unique learning styles. It has given me a heightened desire to grow and provide the best opportunity for student learning.*

**Amanda Maione, Union County Schools, 2014,** Exceptional Needs Specialist Early Childhood through Young Adulthood/National Board Certification



*Becoming a National Board Certified Teacher is one of my most meaningful accomplishments in my career so far. The National Board Process is challenging but highly rewarding. The process allowed me to truly reflect on my teaching and it helped me to become a better teacher.*

**Meredith Farrell, Cabarrus County Schools, 2014,** Early Adolescence through Young Adulthood ART

### ELIGIBILITY CRITERIA FOR STATE FUNDING

The total cost of certification will decrease from \$2500 to \$1900 with each of the four components costing \$475. Candidates will have the option to pay for and submit components separately. However, the North Carolina State Education Assistance Authority (NC-SEAA) will lend the assessment fee of \$1900 upfront to any eligible teacher. Teachers must pay the NBPTS annual registration fee of \$75.00 (starting with the revised process) when they submit their application to NBPTS, apply for the NC-SEAA loan through the Department of Public Instruction (see eligibility requirements at [www.ncpublicschools.org/nationalboardcertification/application](http://www.ncpublicschools.org/nationalboardcertification/application), and repay the assessment fee within three years to the state of NC. Candidates will have the opportunity to wait 12 months, interest free, before beginning payments.

#### Teachers are eligible for state loan if they:

- are paid entirely from state funds;
- have completed three full years in North Carolina Public Schools (This includes DOC, DHHS, Office of Juvenile Justice, and licensed public charter schools);
- hold a valid, clear, continuing SP2 North Carolina teaching license;
- have not previously received State Funds for participating in the NBPTS assessment; (If a candidate received funding, withdrew from the process and fulfilled the repayment obligation, s/he can be funded again.)
- engage in direct classroom instruction or library/media or guidance counseling work 70% of the time over the course of the academic year.

**IMPORTANT:** If you do not meet the criteria listed above, please contact your local school system to determine additional steps needed to qualify for State funding.

### HOW CAN YOUR DISTRICT SUPPORT NATIONAL BOARD TEACHERS AND CANDIDATES?

- Designate a district contact/candidate support provider (CSP), as well as a representative in every school building.
- Schedule National Board workshops and coaching sessions throughout the year.
- Ask NBCTs to serve as teacher leaders in their buildings and districts (professional development, coaching, mentoring, School Improvement Teams, advisory committees).
- Pay/provide incentives to NBCTs to serve as coaches/readers.
- Recognize new and renewed NBCTs at a district banquet, with special nametags or plaques, at the district level as well as in their school buildings.
- Provide specialized support for Renewal Candidates.

